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**1982-83  
UPDATE  
for  
SOCIAL  
STUDIES**

**LEARNING  
RESOURCES  
for  
SECONDARY  
SCHOOLS**

**urriculum**

**Alberta**  
EDUCATION



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## PREFACE

This document has been prepared by the Social Studies Learning Resources Ad Hoc Committee to assist school administrators, teachers and librarians with the selection of social studies learning resources for the 1982-83 school year. The document includes:

- a current listing of prescribed social studies resources for Grades 7 - 12.
- a current listing of recommended social studies resources for Grades 7 - 12.
- annotated descriptions of "new" prescribed resources and materials added to the prescribed list for 1982-83.
- a description of social studies resources that are presently under production through Canadian publishing houses to complement the Alberta Social Studies Curriculum, and that are expected to be available to schools in time for the 1983-84 school year.

This book contains a full listing of prescribed and recommended resources, but annotated descriptions for only those resources that are "new" (1982) additions to the 1980-81 prescribed and recommended listings. For annotated descriptions of previously listed prescribed resources, you are referred to the 1980-81 booklet, *Social Studies Learning Resources for Secondary Schools*.

Alberta Education appreciates the work of the Social Studies Learning Resources Ad Hoc Committee in preparing this document, and hopes that it will prove of assistance to teachers and administrators in the process of resources selection and purchase.

## **ACKNOWLEDGEMENTS**

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# **DEFINITION OF RESOURCE CATEGORIES**

This 1982-83 UPDATE of prescribed learning resources for the 1981 Alberta Social Studies Curriculum has been developed by the Social Studies Learning Resources Ad Hoc Committee working within guidelines provided by the Social Studies Curriculum Co-ordinating Committee and the Curriculum Policies Committee. The purpose of the committee is to select learning resources that will complement the rationale, topics and objectives of the 1981 Alberta Social Studies Curriculum.

## **PREScribed RESOURCES**

Prescribed learning resources are those resources that have been assessed as the best materials presently available to school systems to achieve the objectives of grade level social studies programs. Prescribed resources (comprising non-print as well as print materials) listed in this booklet have been selected on the basis of the following criteria:

1. Direct application to specific curriculum topic(s);
2. Appropriate reading level;
3. Reasonably priced, durable and readily available;
4. Current content, accurate and free of obvious bias or stereotyping;
5. Canadian publications preferred, everything else being equal;
6. Favorable E.P.I.E. analysis and synthesis.

Three to ten items per grade will be identified. Materials, once approved, are listed for a minimum of three years after which time such resources are subject to annual review. The year(s) which appears at the end of each listing is the date on which this resource was given prescribed status.

## **RECOMMENDED RESOURCES**

A listing of recommended learning resources is included. A recommended learning resource is a print or non-print resource which complements the prescribed resource by making an important contribution to the attainment of one or more of the goals outlined in the curriculum guide. Many of the teacher's guides for the prescribed resources are included in the listing of recommended resources. Once a prescribed resource has been re-designated as a recommended resource, it will retain such status for a minimum of two years.

## **SUPPORT RESOURCES**

Support materials are those resources produced by Alberta Education and described in the 1981 Alberta Social Studies Curriculum guide, e.g., Kanata Kit, Teaching Units, monographs and Alberta Heritage Learning Resources.

## **SUPPLEMENTARY RESOURCES**

Supplementary learning resources are additional print and/or non-print resources, if any, which support courses outlined in the provincial programs of study by reinforcing or enriching the learning experience. Such resources are suitable for library purchase.

## **DESCRIPTION OF SUPPORT RESOURCES**

### **TEACHING UNITS**

Teaching Units are designed to serve as high quality instructional units for use by Alberta teachers. These instructional materials are not prescriptive or mandatory. They attempt to illustrate one way that the Alberta "process of social inquiry" can be structured, and teachers must judge which, if any, of the strategies outlined are helpful to them in their own planning.

The Teaching Units have also been granted status as recommended resources. On the "Summary of Resources" charts for each grade level, teaching units are listed under both "Recommended Resources", and "Support Resources".

In all cases, the cost per item is minimal (\$5.00 to \$10.00). Details regarding costs can be obtained from the Alberta School Book Branch.

## KANATA KITS

The Kanata Kits are multi-media learning resource kits which feature Canadian content for social studies. The sixteen multi-media resource kits were developed as part of the Alberta Heritage Learning Resources Project. The Kanata Kits have been distributed to schools and additional copies are not available from Alberta School Book Branch.

Teachers are reminded of the original intent of the Kanata Kit project. These resources were designed to serve as high quality instructional materials which demonstrate ways in which the Alberta "process of social inquiry" may be structured. Therefore, many other resources currently available from commercial sources will permit the attainment of similar objectives.

## MONOGRAPHS

### *Teaching the Elective Portion of the Social Studies Program*

(Grades 1 - 12)

This 191-page monograph is a collection of ideas for topics to study during the 25% elective portion of the program. For each of the topics prescribed in every grade, this publication provides three more suggested topics. Each of these includes a "Focus Question" followed by sections called, "General Approach", "In the News", and "Helpful Resources". This collection provides a wealth of ideas that teachers may find valuable as they develop their own units.

At least one copy of this material should prove valuable in every school. It is available for \$4.75 from the Alberta School Book Branch.

### Alberta Foundation for Economic Education

(*Instructional Strategies for Economics*)

Grades 1 - 12

This monograph consists of four sections of approximately 150 pages. Each section provides strategies developed specifically to show how concepts from economics can be taught within the prescribed curriculum topics. At each grade level the strategies comprise one or two-week mini-units. The units are packaged into four booklets, one for each division. The use of these materials may require additional teacher planning to integrate into prescribed topics and to achieve full congruence

with the Inquiry Process. Each school might consider making one of these booklets available for each division. They are available from the Alberta School Book Branch.

Teacher-Student Activities in Economics - Div. I	- \$8.50
Teacher-Student Activities in Economics - Div. II	- \$8.50
Teacher-Student Activities in Economics - Div. III	- \$8.50
Teacher-Student Activities in Economics - Div. IV	- \$8.50

## AVAILABILITY OF RESOURCES

Prescribed and recommended resources, teaching units and monographs are available from the Alberta School Book Branch. Schools and school districts are given a discount off the list price of 40% for prescribed resources, 15% for recommended resources. All list prices are subject to change without notice. Refer to the Alberta School Book Branch Price List and Order Form for current prices.

Kanata Kits, produced as part of the Alberta Heritage Learning Resources Project, are located in schools and additional copies are not available for purchase.

Supplementary resources are available from commercial publishing sources but are not available from the Alberta School Book Branch.

# SUMMARY OF RESOURCES • GRADE 7

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "A" To what extent should individual uniqueness be valued in a culture?	Marooned (Kit)	Teaching Unit 7A <i>Learning About Peoples and Cultures</i>	How Should "Culture" Be Assessed? (Teaching Unit 7A)	For Teacher Use: For Teacher Use:
TOPIC "B" From what perspective should we assess non-industrial cultures?	<i>Pygmies of the Ituri Forest</i> Surviving Peoples Series: Aborigines	Teaching Unit 7B <i>Pygmies of the Ituri Forest - Teacher's Guide</i> <i>How to Study Cultures (Kit)</i>	<i>Through Whose Eyes Should We View the Aborigine?</i> (Teaching Unit 7B)	
TOPIC "C" To what extent should Canadians be encouraged to retain their ethnic/cultural heritage?		<p><i>The Metis People of Canada: A History</i>  <i>The Canadian Mosaic</i>          Multicultural Canada</p> <p>Series:  <i>The Italian Canadians</i>  <i>The Japanese Canadians</i>  <i>The Ukrainian Canadians</i>  <i>The Mennonite Canadians</i>  <i>The Scottish Canadians</i></p>	<p><i>The Arctic Through Eskimo Eyes</i>  <i>Cultures in Canada</i>  <i>The Traditional Inuit Way (Kit)</i>  <i>To the Promised Land: Contributions of the Ukrainians</i>  <i>Indian Tribes of Alberta</i>  <i>Eskimos</i>  <i>High Arctic Heritage (Kit)</i>  <i>The Canadians (Kit)</i>  <i>Minority Canadians: Ethnic Groups</i>  <i>The Native Peoples of Canada</i>  <i>Land of Pain, Land of Promise</i>  <i>Origins: Canada's Multicultural Heritage</i>  <i>Multicultural Canada, A Teacher's Guide to Ethnic Studies</i></p> <p><i>The Italian Canadians - Teacher's Resource Book</i>  <i>The Japanese Canadians - Teacher's Resource Book</i>  <i>The Ukrainian Canadians - Teacher's Resource Book</i></p>	



## **GRADE 7      NEW PRESCRIBED RESOURCE**

SURVIVING PEOPLES SERIES: *ABORIGINES*

AUTHOR(S): Virginia Luling

TOPIC(S): B - Case Studies in Non-Industrial Societies

LIST PRICE: \$13.75

PUBLISHER: G.L.C.

COPYRIGHT: 1979

COMPONENTS: One textbook

### **CONTENT:**

The book describes through illustration, quotation and example several cultural patterns of the Aborigine of Australia. The economic pattern is covered through a description of the hunting and gathering patterns as well as the tools used in parts of Australia. The social and religious patterns are explored through a brief study of the Aborigine's ceremonies, legends and domestic lifestyles. The latter part of the book deals with a historical study of the Aborigine after their first contact with the white man. Aborigine quotations begin most chapters and set the tone for what follows.

The book is illustrated with several colorful photographs and diagrams. The book is factual in nature. It ends with five student activities related to the Aborigine cultural patterns. The book is one that could be used as a basis for classroom discussion.

### **CLASSROOM USE:**

This book attempts to explain in simple terms such complex concepts as "Dreaming". It is consistent with the case study approach for the 7B topic in that it examines cultural patterns. Because of the heavy emphasis on illustration, the written component is meagre. Extensive use is made of this resource in the Teaching Unit developed by the Curriculum Branch of Alberta Education.

READING LEVEL: Grades 6 to 8

PRESCRIBED STATUS GRANTED: 1981-82

## GRADE 7 NEW PRESCRIBED RESOURCE

MULTICULTURAL CANADA SERIES: *THE ITALIAN CANADIANS*  
*THE JAPANESE CANADIANS*  
*THE UKRAINIAN CANADIANS*  
*THE MENNONITE CANADIANS*  
*THE SCOTTISH CANADIANS*

AUTHOR(S): Daniel Hill (Series Consultant), Marguerite B. Burke, Roy Ito, Roco Mastrangelo, Joanne Flint, Allen Andrews

TOPIC(S): C - Canada: A Multicultural Society

LIST PRICE: \$3.70 to \$3.95

PUBLISHER: Van Nostrand Reinhold Ltd. (Nelson Canada)

COPYRIGHT: 1978, 1979, 1980, 1981

### COMPONENTS:

Five paperbound booklets of approximately 64 pages constitute this prescribed resource. It is recommended that several copies of each title be purchased. Teacher's guides are available for some of the booklets and are designated as recommended resources.

### CONTENT:

These booklets are the first five of a series planned on immigrant groups. They deal with Japanese, Ukrainian, Italian, Mennonite and Scottish Canadians: their immigration to Canada, their indigenous foods, costumes and crafts. The booklets also examine differences between first, second and third generations and the present status of these ethnic groups. Among the cognitive, affective and psychomotor skills exercises are: the interpretation of graphic material, interviewing techniques, the painting of Ukrainian Easter eggs, the use of chopsticks and the making of a quilted pot holder. Appropriate print and audio visual materials are given in the bibliography of each booklet to facilitate the in-depth study of selected topics.

### CLASSROOM USE:

While the activities and exercises are congruent with the skills specified for Topic C, the teacher must determine methodology, specific objectives, timing, pacing and means of evaluation. The data on the writing crafts, arts and history of each immigrant group provide a clear overview. The exercises and questionnaires are printed in red and thus stand out from the text. The booklets are well illustrated with black and white and colour photographs.

READING LEVEL: Grades 5 to 7

PRESCRIBED STATUS GRANTED: *The Ukrainian Canadians* - 1979-80  
*The Japanese Canadians* - 1979-80  
*The Italian Canadians* - 1981-82  
*The Mennonite Canadians* - 1981-82  
*The Scottish Canadians* - 1982-83

# SUMMARY OF RESOURCES • GRADE 8

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "A" Should Canadians change the nature of their political institutions?	<i>Flashback Canada</i>	Canadian Scrapbook Series: <i>A Nation Beckons: Canada 1896 - 1914</i> - Text and Teacher's Guide <i>A Nation Launched: Macdonald's Dominion 1867-1896</i> - Text and Teacher's Guide <i>Rebellions in Canada</i>	<p><i>Canada's Political Heritage: Conflict or Compromise?</i> (Kanata Kit)</p>
TOPIC "B" How should individuals relate to established Canadian institutions?		<p>Teaching Unit 8B Canada: Origins and Options Series: <i>Our Legal Heritage You and Your Government</i> Canadians Series: <i>George Brown</i> <i>E. Cora Hind</i> <i>Ernest Thompson Seton</i> <i>R. B. Bennett</i> <i>This Law of Ours</i> <i>All About Law: Canadian Legal System</i></p> <p><i>What Glorious Times They Had: Nellie McClung, A Satire</i> We Built Canada Series: <i>Nellie McClung and Women's Rights</i> <i>The Municipalities and Law Enforcement</i></p>	<p>For Teacher Use: <i>How Should We Relate to Our Legal System?</i> (Teaching Unit 8B) <i>Changes in Canadian Institutions – What is the Individual's Role?</i> (Kanata Kit)</p>

SUMMARY OF RESOURCES - GRADE 8 (Continued)

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
<p>TOPIC "C" Should developing nations strive to retain their indigenous culture and institutions or become part of the modern world?</p>	<p>Western Civilization Series: <i>Imperialism and the Emerging Nations</i></p>	<p><i>Imperialism and the Emerging Nations</i> - Teacher's Guide for Inquiry</p> <p><i>Colonialism, a Case Study of Namibia</i> (Film)</p> <p><i>Food First: Beyond the Myth of Scarcity</i></p> <p><i>Spotlight on Development: Kenya, Malayasia, Algeria</i> (Kit)</p> <p>Kenya:</p> <p><i>Focus on Nationalism</i></p> <p>Western Civilization Series: Teacher's Guide for Inquiry</p>	<p>Teaching Unit presently being developed for 8C</p>	

## GRADE 8      NEW PRESCRIBED RESOURCE

### *INDIA*

AUTHOR(S): Ella C. Leppert, Ellen C. K. Johnson

TOPIC(S): C - Nationhood and Citizenship in Asia and Africa

LIST PRICE: \$6.50

PUBLISHER: Charles E. Merrill Publishing Co.

COPYRIGHT: 1980

COMPONENTS: One paperbound book (136 pages)

#### CONTENT:

This text focuses on the problem of people in a changing society. It begins with a discussion of religion and family as a basis for understanding traditional Indian culture. By looking at the differences between village and city life and the process of urbanization, the issues of modernizations and cultural conflict are examined. There is some discussion of the history, geography and government of India. The last part of the book is devoted to the modern problems of India: population growth, changing cultural patterns, and the need for new technological and agricultural improvements.

#### CLASSROOM USE:

The authors have attempted to use many interesting anecdotes and short stories to make difficult concepts clear and real. Teachers will find it easy to choose interesting passages without requiring students to read the entire book. There are many colorful pictures. A weakness of this book is the quality of the binding. This book may be used in conjunction with *Sub-Saharan Africa* (Insights Series).

READING LEVEL: Grade 7

PRESCRIBED STATUS GRANTED: 1982-83

## GRADE 8      NEW PRESCRIBED RESOURCE

### *SUB-SAHARAN AFRICA*

AUTHOR(S): Ella C. Leppert, Ellen C. K. Johnson

TOPIC(S): C - Nationhood and Citizenship in Asia and Africa

LIST PRICE: \$6.50

PUBLISHER: Charles E. Merrill Publishing Co.

COPYRIGHT: 1980

COMPONENTS: One paperbound book (136) pages

*Sub-Saharan Africa* begins with a brief story which serves as an opener for the conflict of changing cultural patterns. There is a short geography of Africa and a discussion of how traditional lifestyles depend on the climate and the land. The authors then examine the dilemmas of those lifestyles. Colonial empires and the slave trade are given cursory treatment, and nation building and apartheid are discussed in later chapters.

#### CLASSROOM USE:

It is impossible to cover completely the history, geology and social dilemmas of Africa in 136 pages. The authors have tried to develop an understanding of these problems by the use of short stories, anecdotes and brief descriptive passages. There are many colorful pictures and inquiry type questions. One caution on using this book is that instead of focusing on a particular country, it surveys most of the continent. A second weakness is the quality of the binding. This book may be used in conjunction with *India* (Insights Series).

READING LEVEL: Grade 7

PRESCRIBED STATUS GRANTED: 1982-83

# SUMMARY OF RESOURCES • GRADE 9

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "A" Should societies limit industrial growth?	Western Civilization Series: <i>The Growth of Industrialization People, Technology and Change</i> (also used in Topic C) <i>The Impact of the Industrial Revolution</i>	Teaching Unit 9A <i>Then and There Source Books: The Industrial Revolution Challenges of our Times Series: Technology, Promises and Problems - Text and Teacher's Guide</i>	<i>Should We Limit Industrial Growth?</i> (Teaching Unit 9A)	For Teacher Use:
		Western Civilization Series: <i>The Impact of the Industrial Revolution</i>	Western Civilization Series: <i>Teacher's Guide for Inquiry Children of the Industrial Revolution Dimensions of Change (Kit) The Impact of the Industrial Revolution - Teacher's Guide Japan: Asia's Economic Super Power (Kit)</i>	Should Governments Restrict Personal Freedoms in the Interest of the State? (Teaching Unit 9B)
TOPIC "B" Should governments have the right to restrict personal freedoms in the interest of state?		The Soviet World (Kit)	Teaching Unit 9B <i>Living with Technology: Can We Control Applied Science? Oxford Social Geographies Series: Three Giant Powers: USA, USSR, China</i>	World Culture Series: <i>The Soviet Union and Eastern Europe Journey Across Russia: The Soviet Union Today</i>

SUMMARY OF RESOURCES - GRADE 9 (Continued)

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
<p>TOPIC "C" Should the introduction of new technologies be controlled in Canada?</p>	<p><i>Across Canada: Resources and Regions The Technology Connection: The Impact of Technology on Canada</i> (also used in Topic A)</p>	<p><i>Canadian Scrapbook Series:</i> <i>The Confident Years: Canada in the 1920's</i> <i>The Depression Years: Canada in the 1930's</i> <i>Foundations of Contemporary Canada Series:</i> <i>Canadians and Their Environment</i> <i>Canada: The Land and Its People</i></p>	<p><i>We Built Canada Series:</i> <i>R. B. Russell and the Labour Movement</i> <i>Living With Technology: Can We Control Applied Science?</i> <i>Oxford Social Geographies Series:</i> <i>Three Giant Powers: USA, USSR, and China</i> <i>Curriculum Series (for teacher reference):</i> <i>Technological Change in the Workforce</i> <i>Union Organization and Strikes</i> <i>Unions and the Collective Bargaining Process</i></p>	<p>Teaching Unit presently being developed for 9C</p> <p><i>Canadian Broadcasting: A Voice for Unity?</i> (Kanata Kit)</p> <p><i>Nelson Canadian Studies Series:</i> <i>The Canadian Worker</i> <i>Work and Leisure</i></p> <p><i>Across Canada: Resources and Regions - Teacher's Guide</i></p>

## **GRADE 9    NEW PRESCRIBED RESOURCE**

### *THE IMPACT OF THE INDUSTRIAL REVOLUTION*

TOPIC(S): A - Industrialization: Great Britain; U.S.A. and/or Japan

LIST PRICE: \$10.95

PUBLISHER: Harcourt Brace Jovanich

COPYRIGHT: 1978

COMPONENTS: One soft-cover textbook, 136 pages. A teacher's guide is available and is designated as a recommended resource.

#### CONTENT:

The text is written in three parts: (1) "Life in England: Before the Industrial Revolution", (2) "Forces of Change: The Industrial Revolution", and (3) "Costs and Benefits: Effects of Industrialization". A research bank of selected readings included in the text encourages an inquiry approach in this topic.

#### CLASSROOM USE:

A definite attempt has been made to have students see both the good and bad effects of industrialization. Short passages and colorful pages enhance student interest. Teachers will find many useful charts, graphs, and inquiry questions.

READING LEVEL: Average grade level is 7

PRESCRIBED STATUS GRANTED: 1982-83

## **GRADE 9 NEW PRESCRIBED RESOURCE**

*ACROSS CANADA: RESOURCES AND REGIONS*

AUTHOR(S): Christine Hannell and Robert Harshman

TOPIC(S): C - Industrialization: Canada

LIST PRICE: \$13.05

PUBLISHER: Wiley Publishers of Canada Limited

COPYRIGHT: 1980

COMPONENTS: Student textbook

### **CONTENT:**

The content, which includes a high proportion of visual materials, covers conventional Canadian geography topics: Canada's physical regions and her position in the world; major physical features; human heritage; population distribution; agriculture; water resources; energy and transportation; other natural resources; industries; and political regions. Although the ten chapters follow a logical sequence, variable entry and routings are possible. Some of the learning activities suggest an inquiry/discovery approach while other activities include vocabulary study, graph and chart interpretation, analysis of statistics, drawing and interpreting maps, using latitude and longitude, library research and presentation of information, planning communities and solving problems.

### **CLASSROOM USE:**

This text includes a large amount of current basic information that is congruent with Topic 9C of the Alberta Social Studies Curriculum. However, teachers will have to be selective in the use of the materials to appropriately cover the prescribed objectives. Some supplementary materials are also required to complete the objectives of the topics. A teacher's manual is available - see recommended resources list.

### **READING LEVEL:**

Grade 10 with great variability in reading levels throughout the text.

PRESCRIBED STATUS GRANTED: 1981-82

# SUMMARY OF RESOURCES • GRADE 10

SOCIAL ISSUE PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPLEMENTARY RESOURCES
<p><b>TOPIC "A"</b>            To what extent            should            governments            limit personal            freedom in            order to            maintain            social control?</p>	<p><i>Human Rights:</i>  <i>Respecting our            Differences</i></p> <p><i>Canada Today</i> (Also            used with Topics            B and C)</p> <p><i>Canadian Critical Issues Series:</i>  <i>Native Survival            Issues in Cultural Diversity</i>  <i>Human Rights: Who Speaks for Man?</i>            (Kit)</p> <p><i>Political Decisions in Canada -</i>            Text and Teacher's Guide</p> <p><i>In Search of Canada Vol. I - Text and</i>            Teacher's Guide (for Vol. I and II)</p> <p><i>In Pursuit of Justice: Issues in</i>            Canadian Law</p> <p><i>Canadian Studies: Culture and Country</i></p> <p><i>Canadian Studies: Self and Society</i></p> <p><i>Human Rights: Respecting Our</i>            Differences - Teacher's Manual</p> <p><i>Canada Today - Teacher's Manual</i></p> <p><i>Native Land Claims in British Columbia</i>            (Kit)</p> <p><i>The Exodus of the Japanese</i>            Prejudice - Teacher's Manual</p> <p><i>World Topics Series:</i>  <i>Human Rights</i></p> <p><i>Canada: Issues and Options Series:</i>  <i>Regionalism in Canada: Flexible</i>  <i>Federalism or Fractured Nation</i></p> <p><i>At Issue: Energy Pricing</i> (Kit)</p> <p><i>Look Again: The Process of Prejudice</i>            and Discrimination - Text and            Teacher's Guide</p> <p><i>Power Series:</i>  <i>Gaining Power</i>  <i>Exercising Power</i></p> <p><i>Canada: A Growing Concern</i> - Text and            Teacher's Guide</p>	<p><i>Freedom and Control:</i>  <i>How Much of Each?</i>            (Kanata Kit)</p> <p>For Teacher            Use:</p>

SUMMARY OF RESOURCES - GRADE 10 (Continued)

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "B" To what extent are the competing forces of provincial autonomy and federal centralization of power compatible with national unity?	<i>Canada's Century</i> (Also Topic C) <i>In Search of Canada</i> Vol. II (Also Topic C) <i>Canada Today</i> (Also Topics A and C)	Teaching Unit 10B <i>The Developing World: Poverty, Growth and Rising Expectations</i> - Text and Teacher's Guide Canadian Critical Issues Series: <i>Crisis In Quebec</i> <i>Canadian Issues and Alternatives</i> <i>Keeping Canada Together</i> <i>Origins, Canada's Multi- cultural Heritage</i> <i>Canadian Studies: Culture and Country</i> <i>Canadian Studies: Self and Society</i> <i>Political Decisions in Canada-</i> Text and Teacher's Guide <i>Canada: A Growing Concern -</i> Text and Teacher's Guide <i>In Search of Canada - Teacher's</i> <i>Guide (for Vol. I and II)</i> <i>In Pursuit of Justice: Issues</i> <i>in Canadian Law</i> <i>Canada Today - Teacher's Manual</i> <i>Forging a Destiny, Canada</i> <i>Since 1945 - Text and</i> <i>Teacher's Guide</i> <i>Canada: Towards Tomorrow</i> <i>At Issue: Energy Pricing (Kit)</i> Canada: Issues and Options Series: <i>Regionalism in Canada:</i> <i>Flexible Federalism or</i> <i>Fractured Nation</i>	Should Canadians <i>Discourage Quebec Independence?</i> (Teaching Unit 10B)	

SUMMARY OF RESOURCES - GRADE 10 (Continued)

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "C"	To what extent should Canada's foreign policies be based on national self-interests?	<p><i>Canada's Century:</i>            (Also Topic B)  <i>In Search of Canada</i>            Vol. II            (Also Topic B)</p> <p><i>Canada Today</i>            (Also Topics A and B)</p>	<p><i>Canada: Towards Tomorrow Forging a Destiny, Canada Since 1945</i> - Text and Teacher's Guide</p> <p>Power Series:  <i>Challenge of Power, Canada and the World</i>  <i>At Issue: Energy Pricing</i>            (Kit)</p> <p><i>Canada: A Growing Concern</i> - Text and Teacher's Guide</p> <p><i>In Search of Canada</i> - Teacher's Guide (for Vol. I and II)</p> <p><i>Issues in Cultural Diversity</i>  <i>World's Homeless: Should We Help Them?</i> (Kit)</p> <p>Canada: Issues and Options Series:  <i>Regionalism in Canada: Flexible Federalism or Fractured Nation</i>  <i>Canada Today</i> - Teacher's Manual</p>	<p><i>Canadians and the World Community: Our Role?</i> (Kanata Kit)</p>



# SUMMARY OF RESOURCES • GRADE 11

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
TOPIC "A" To what extent should traditions be preserved in the face of the pressures for change?	<i>Our Western Heritage</i> - Units 1 - 4 <i>The Shaping of Western Society</i> - Kit and Text Viewpoints in World History Series: <i>Was There Really a Renaissance?</i> <i>What Were the Causes of the Protestant Reformation?</i> <i>What Forces Guided the French Revolution?</i>	<i>Teaching Unit 11A Democracy, Nationalism, Imperialism to 1914 Nineteenth Century Nationalism</i> (Kit) Inquiry: Western Civilization Series: <i>Democracy and Nationalism</i> <i>The Emerging Years</i> <i>The Rise of Totalitarian States</i> - Texts and Teacher's Guides <i>Teaching Tomorrow Today: A Guide to Futuristics</i> (for teacher reference) <i>Europe and the Modern World</i> <i>The Shaping of Western Society</i> - Teacher's Manual	<i>Should the Lessons of History Be Used to Chart Our Future?</i> (Teaching Unit 11A)	For Teacher Use: <i>Canada: A Model for Development?</i> (Kanata Kit)
TOPIC "B" In the light of global imbalances, to what extent should the levels of economic activity (in both more developed and less developed nations) be changed?	<i>Challenge for Change: Geographical Approach to Selected World Issues</i> <i>Environmental Concerns, The World Prospects</i> <i>Our Western Heritage</i> - Units 1 - 4 <i>The Shaping of Western Society</i> - Kit and Text	<i>Five Minutes to Midnight (Film)</i> <i>Doomsday: 21 Century? (Kit)</i> <i>Environment: Changing Man's Values (Kit)</i> <i>Tradition and Change in Four Societies, An Inquiry Approach</i> - Text, Kit and Teacher's Manual <i>Third World, Development of Underdevelopment (Kit)</i> <i>Reshaping the Future, Toward a New International Economic Order (Kit)</i> <i>The Shaping of Western Society</i> - Teacher's Manual <i>The People Problem: Population and Urban Expansion in Latin America (Kit)</i> <i>Environmental Concerns, The World</i> - Teacher's Manual		



# SUMMARY OF RESOURCES • GRADE 12

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
<p>TOPIC "A"</p> <p>Political Systems: To what extent should political systems allow for individual freedom or emphasize state control?</p> <p>Economic Systems: To what extent should economic systems allow for individual welfare or emphasize the collective good?</p>	<p><i>Our Western Heritage - Units 5 - 9</i></p> <p><i>Modern Perspectives Viewpoints in World History Series:</i></p> <p><i>How did the Communists Seize Power in Russia?</i></p> <p><i>The Rise of the Nazi Horror: Who Was Responsible?</i></p>	<p><i>The Ideas of Karl Marx (Kit)</i></p> <p><i>Today's Isms</i></p> <p><i>The Twentieth Century World A Map History of the Modern World</i></p> <p><i>Fascist Dictatorships (Kit)</i></p> <p>Inquiry: <i>Western Civilization Series:</i></p> <p><i>Democracy and Nationalism</i></p> <p><i>The Emerging Years</i></p> <p><i>The Rise of Totalitarian States</i></p> <p><i>War and Peace in the 20th Century</i></p> <p>Inquiry: <i>Western Civilization Series: Teacher's Guide for Inquiry</i></p> <p><i>World Powers in the 20th Century</i></p>	<p><i>Power and Politics: How Can You Be Involved? (Kanata Kit)</i></p> <p>Teaching Unit presently being developed for 12A</p>	<p>For Teacher Use:</p>

SUMMARY OF RESOURCES - GRADE 12 (Continued)

SOCIAL ISSUE	PRESCRIBED RESOURCES	RECOMMENDED RESOURCES	SUPPORT RESOURCES	SUPPLEMENTARY RESOURCES
<p>TOPIC "B" Should nations set aside national goals and ideals in the interests of international harmony?</p>	<p><i>Our Western Heritage</i> - Units 5 - 9 <i>Modern Perspectives</i> Viewpoints in World History Series: <i>What Were the Causes of World War I?</i> <i>The Nuclear Arsenals: Security or Suicide?</i> <i>The United Nations:</i> <i>Man's Best Hope for Peace?</i> <i>Why Nations Go to War</i> <i>War and War Prevention</i> <i>The Contemporary World:</i> <i>Conflict or Cooperation?</i></p>	<p>Teaching Unit 12B <i>The Causes of World War I</i> - (Kit) <i>The United Nations:</i> <i>End of a Dream?</i> (Kit) <i>Dangerous Parallel</i> (Simulation game) <i>Terrorism</i> (Kit) <i>The Causes of World War II</i> (Kit) <i>Twentieth Century Nationalism</i> (Kit) <i>Intra-National Conflict: The Wars Within</i> (Kit) <i>Man Against Man: A Study in Aggression and Conflict</i> (Kit) <i>Judgement</i> (Film) <i>Swords into Plowshares</i> (Kit) <i>Teaching Youth About Conflict and War</i> <i>Joseph Schultz</i> (Film) <i>The Contemporary World, Conflict or Cooperation</i> - Teacher's Guide <i>Response to Disaster: Germany, France, and the Great Depression</i> <i>Values - What People Choose to Live and the Die For: The Causes of War and the Search for Peace</i> (Kit) <i>World Powers in the 20th Century</i> <i>A Map History of the Modern World</i> <i>Fascist Dictatorships</i> (Kit) <i>Inquiry: Western Civilization Series: Democracy and Nationalism</i> <i>The Emerging Years</i> <i>The Rise of Totalitarian States</i> <i>War and Peace in the 20th Century</i> <i>Inquiry: Western Civilization Series: Teacher's Guide for Inquiry</i></p>	<p><i>Should We Encourage the Development of World Government?</i> (Teaching Unit 12B)</p>	

## GRADE 12 NEW PRESCRIBED RESOURCE

THE CONTEMPORARY WORLD: CONFLICT OR COOPERATION?

AUTHOR(S): Jim Connor, Bill Clark, George Smuga

TOPIC(S): B - Cooperation and Conflict Among Nations

LIST PRICE: \$7.30

PUBLISHER: Oliver Boyd, Edinburgh

DISTRIBUTOR: Academic Press Canada Ltd., Don Mills, Ontario

COMPONENTS: 1 text

COPYRIGHT: 1979

### CONTENT:

The book was designed to give students an insight into today's world. The main theme focuses on the alternatives facing nations in their relations with each other - whether to oppose and confront each other, with the possibility of destroying civilization, or whether to work together through international cooperation.

The book looks at the world and its problems and is divided into three parts:

1. The World in Conflict
2. Cooperation in Europe
3. World Cooperation

### CLASSROOM USE:

The text is designed to be followed through chapter by chapter, but within each chapter the units are self-contained and can be used in any order to enable the teacher to adapt the program to curricular and student needs.

There is congruence between the book and Topic 12B of the Alberta Social Studies Curriculum but the materials deal only with the post World War II era. Some knowledge of the causes and results of World War I and II, and the failure of the League of Nations would be useful to the students prior to the introduction of the text.

The teacher's guide (see recommended resource list) and other current material may be used to update and expand the pupil text.

READING LEVEL: Grade 12, first year university

PREScribed STATUS GRANTED: 1981-82



## NEW RECOMMENDED RESOURCES • SECONDARY

GRADE 7    B    *How to Study Cultures, A Unit of Study (Kit).* Niles, Illinois: United Learning, 1979.  
"Culture: The Way People Live."  
"How Anthropologists Study Cultures."  
"How Environment Affects Cultures."  
"Beliefs and Values Shape Human Behavior."  
"Communications Forms in Cultures."  
"Social Organization."  
"How Cultures Change."   Multimedia Kit.

B    *Teaching Unit 7B - Through Whose Eyes Should We View the Aborigine?*

GRADE 8    A    *Rebellions in Canada.* Toronto: Morton, Desmond, Grolier Ltd., 1979.  
Text and teacher's guide.

B    *We Built Canada Series.* Book Society of Canada Limited, 1979, 1980.  
Wright. *Nellie McClung and Women's Rights.*  
Sealey. *The Mounties and Law Enforcement.*

C    *People of the World Series.* Aeban, Larry, and Soja, Edward W. Kenya. Illinois: Scott, Foreman and Company, 1975.

C    *Kenya: Focus on Nationalism.* Strayer, Robert W. New Jersey: Prentice-Hall, Inc., 1975.

C    *Western Civilization Series. Imperialism and the Emerging Nations.* Teacher's Guide for Inquiry, 1976.

GRADE 9    A    *Western Civilization Series. The Growth of Industrialization - Teacher's Guide for Inquiry,* 1976.

B    *Journey Across Russia: The Soviet Union Today.* Washington, D.C.: National Geographic Society, 1977.

B    *Teaching Unit 9B - Should Governments Restrict Personal Freedoms in the Interest of the State?*

C    *Across Canada: Resources and Regions.* Hannell, C., and Harshman, R. Toronto: Wiley Publishers of Canada, Ltd., 1980. Teacher's guide.

GRADE 10 A/B *In Pursuit of Justice: Issues in Canadian Law.* Jarman, Frederick E. Toronto: John Wiley and Sons Canada, Ltd., 1976.

A/B/C *Canada: A Growing Concern.* Hux, Allan, and Jarman, Fred. Markham: Globe/Modern Curriculum Press, 1981. Text and Teacher's Guide. Suggested for students with low reading level. (grade 7).

A/B/C *At Issue: Energy Pricing.* (Kit) Regina: L. A. Weigl Educational Associates Ltd., 1981.

B *The Developing World: Poverty, Growth, and Rising Expectations.* Calderwood, James, et al. Gage Educational Publishing, 1976. Student text and Teacher's Guide.

C *The World's Homeless: Should We Help Them?* (Kit) Regina: L. A. Weigl Educational Associates Ltd., 1980.

GRADE 12 B *The Causes of World War II.* (Kit) Carter Educational Audio Visual Inc., 1969. Filmstrip Kit.

B *The Contemporary World: Conflict or Cooperation.* Don Mills, Ontario: Academic Press, 1979. Teacher's Guide.

## PREScribed RESOURCE MOVED TO RECOMMENDED RESOURCE

GRADE 8 C *Spotlight on Development: Kenya, Malaysia, Algeria.* (Kit) Canadian UNICEF committee National Film Board C.I.D.A. Rexdale, Ontario: McIntyre Educational Media Ltd., 1975. Multimedia Kit.

GRADE 9 A *Rise of Organized Labour.* Oliver, D. W., Newman, F. M. American Education Publication, 1967, Xerox Corporation, 1968. Text.

B *World Culture Series.* Ludlow, H. T. Scholastic Book Services, 1973. *The Soviet Union and Eastern Europe.* A student paperback text containing 208 pages.

C *Canada: The Land and Its People.* Tomkins, Dover M., et al. Toronto: Gage Publishing Ltd., 1975.

C *Canadiana Scrapbook Series.* Diels, Stuart K. et al. *The Depression Years: Canada in the 1930's.* Text and Teacher's Guides.

GRADE 10 A/B *In Pursuit of Justice: Issues in Canadian Law.* Jarman, Frederick E. Toronto: John Wiley and Sons Canada, Ltd., 1976. A 287-page textbook.

## **RESOURCES NO LONGER AVAILABLE**

These resources are unavailable from Alberta School Book Branch or from the publishers.

GRADE 9 C *Alberta Labour, A Heritage Untold.* Alberta Foundation of Labour. Toronto: James Lorimar & Company, Publishers, 1979. Text.

GRADE 12 B *Silences.* Yugoslavia Film. Scarborough, Ontario: McGraw-Hill Ryerson Limited, 1972.

B *Search For Peace: Dealings in International Relation.* New York: Dodd, Mead and Company, 1970.

## **NEW ATLASES • SECONDARY**

### PRESCRIBED RESOURCES

*Dent's Canadian Metric Atlas.* Mindak, H. E. et al. Toronto: J. M. Dent & Sons (Canada) Ltd., 1978.

*Gage World Atlas (Metric and Imperial Measure).* Agincourt, Ontario: Gage Publishing, Ltd., 1972.

*Hammond's Historical Atlas.* Maplewood, New Jersey: Hammond Publishing Ltd., 1979.

*Hammond World Atlas for Students.* Maplewood, New Jersey: Hammond Publishing Ltd., 1980.

### RECOMMENDED RESOURCES

*Oxford Economic Atlas of the World.* (Metric and Imperial Measure). Toronto: Cartographic Department of the Clarendon Press, Oxford University Press, 1978.

*Reader's Digest Great World Atlas.* London, England: Reader's Digest, 1964.

# SOCIAL STUDIES RESOURCES CURRENTLY IN PRODUCTION

The Social Studies Learning Resources Ad Hoc Committee has initiated a number of projects, in conjunction with Alberta writers and Canadian publishing houses, to address areas of resource deficiency in the 1981 Alberta Social Studies Curriculum. Teachers and school administrators are advised that resources for the following topics are expected to become available during the 1982-83 school year, and should be available for school use in the fall of 1983.

The items that follow are additional to materials being produced currently by publishers independent of the Alberta curriculum, but which may be given official status in Alberta, when available.

<u>Grade</u>	<u>Topic</u>	<u>Resource</u>
1	C	Revised Kanata Kit
4	B	Revised Kanata Kit
6	B	Text on Indonesia Text on China
7	A	Text on Introduction to Culture
	C	Revised Kanata Kit
8	A	Revised Kanata Kit
	C	Multi-media Kit on Imperialism and Colonialism
9	B	Text on Soviet Union
	C	Two Texts on Industrialization in Canada
10	C	Revised Kanata Kit
12	B	Two Texts on Political and Economic Ideologies

# OPPORTUNITY FOR TEACHERS TO RECOMMEND RESOURCES

Teachers are invited to recommend, for province-wide adoption, materials which they have found particularly useful. Recommendations forwarded by teachers will be carefully evaluated by Alberta Education. The most suitable of the resources referred by teachers will appear in *Learning Resources for Secondary Schools Supplements*.

## DESCRIPTION OF RESOURCE:

Author \_\_\_\_\_

Title \_\_\_\_\_

Publishing Date \_\_\_\_\_

Publisher \_\_\_\_\_

Grade Level \_\_\_\_\_

Topic(s) \_\_\_\_\_

## PERCEIVED STRENGTHS:

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## RESOURCE SUGGESTED BY:

Name \_\_\_\_\_  Prescribed resource

School \_\_\_\_\_  Recommended resource

Address \_\_\_\_\_  
\_\_\_\_\_

## CHECK ONE-SUGGESTED AS A:

PLEASE FORWARD TO: F. A. Crowther  
Associate Director of Curriculum  
Social Studies  
Alberta Education  
3rd Floor, Devonian Building  
11160 Jasper Avenue  
EDMONTON, Alberta T5K 0L2



# OPPORTUNITY FOR TEACHERS TO REMOVE RESOURCES

In order to help the Social Learning Resources Ad Hoc Committee determine which titles should be removed from the Prescribed list, teachers who have used these resources are being asked for their views. Teacher responses will be considered as Alberta Education updates the listings for next year.

Grade \_\_\_\_\_ Topic(s) \_\_\_\_\_ Title \_\_\_\_\_

This title should be removed from the Prescribed list for the following reasons:

- poor curriculum
- poor binding
- cost is too high
- reading level is inappropriate
- problem with bias and/or stereotyping
- out of date
- of low interest to students/teachers
- other \_\_\_\_\_

Can you suggest a resource that might be used to replace this one if it is removed? \_\_\_\_\_

\* \* \* \* \*

Grade \_\_\_\_\_ Topic(s) \_\_\_\_\_ Title \_\_\_\_\_

This title should be removed from the Prescribed list for the following reasons:

- poor curriculum
- poor binding
- cost is too high
- reading level is inappropriate
- problem with bias and/or stereotyping
- out of date
- of low interest to students/teachers
- other \_\_\_\_\_

Can you suggest a resource that might be used to replace this one if it is removed? \_\_\_\_\_

\* \* \* \* \*

This response completed by \_\_\_\_\_

of \_\_\_\_\_ (school) \_\_\_\_\_ (date)

PLEASE FORWARD TO: F. A. Crowther  
Associate Director of Curriculum  
Social Studies  
Alberta Education  
3rd Floor, Devonian Building  
11160 Jasper Avenue  
EDMONTON, Alberta T5K 0L2



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